



جامعة مؤتة، 2008

.

.1  
.2  
.3

.....	
.....	
.....	
.....	
.....	
.....	
.....	
<b>1</b> .....	<b>:</b>
1 .....	1.1
2 .....	2.1
3 .....	3.1
4 .....	4.1
4 .....	5.1
5 .....	6.1
.....	<b>:</b>
6 .....	1.2
6 .....	1.1.2
6 .....	2.1.2
7 .....	3.1.2
8 .....	4.1.2
8 .....	5.1.2
9 .....	6.1.2
10 .....	7.1.2
11 .....	8.1.2

14	.....	9.1.2
16	.....	10.1.2
20	.....	11.1.2
20	.....	12.1.2
21	.....	13.1.2
21	.....	14.1.2
22	.....	15.1.2
24	.....	16.1.2
26	.....	17.1.2
26	.....	18.1.2
27	.....	2.2
	.....	:
33	.....	1.3
34	.....	2.3
36	.....	3.3
37	.....	4.3
38	.....	5.3
	.....	:
39	.....	1.4
47	.....	2.4
50	.....	1.2.4
51	.....	2.2.4
52	.....	3.2.4
53	.....	4.2.4
53	.....	3.4
56	.....	4.4

58	.....
61	.....

33	1
37	2
	3
40	
	4
41	
	5
43	
	6
44	
	7
45	
	8
46	
	9
48	
	10
50	
	11
51	
	12
52	

61 .....

73 .....

**2008**

)  
(84)

.(  
(310)

(0.05)

## **Abstract**

**The level of the cognitive competencies in preparing the achievement tests among the second ring teachers of basic teaching at Oman.**

**Fahad Yahya Ali AlRahbi**

**Mu'tah University , 2008**

This study aimed at detecting the cognitive competencies in preparing the achievement tests among the second ring teacher at Oman, and investigating the differences in these competencies due to gender, qualification and experience. To achieve the goals of the study an instrument consisted of (84) items, divided into six domains was developed, and administrated to a sample consisted of (310) male and female mathematics teachers.

The results indicated that the math's teachers demonstrate a high level of possessing the cognitive competencies, where the male teachers possessing the competencies in the domains like planning, scoring, and analyzing the test greater than the female teachers.

The results also indicated that no significant differences in these competencies due to experience and qualification.

: 1.1

.(1988 )

)

.( 1968

·  
—  
·  
:

**2.1**

:

.1

.2

. ( )

: **3.1**

:

.1

:

. .1

. .2

. .3

. .4

. .5

. .6

.2

.

.3

.

.4

.

: **4.1**

.

.

.

.

:

**5.1**

:

:

:

.

.

:

.

:

:

.

:

**6.1**

.

2009 / 2008

.

1.2  
: 1.1.2

)

.(1996

: 2.1.2

" :  
)"

.(2008

(Nunnaly) (1993 )

(Campbell)

(Guilford)

(Martozza) (2008 )

(2003 )

: **3.1.2**

.(2003 )

) (Hopkins & Antes, 1978)

: (1993

: .1

.( Published Or Standardized Tests ) -

.( Teacher Made Tests ) -

.2

: **4.1.2**

(Sax, 1974) (2003 )

(Niko, 1983)

(Chase, 1985)

(Chase, 1985 )

: **5.1.2**

(2008 ) .(1997 )  
(1993 )

: **6.1.2**

: (2008 )

.1

.2

.3

.4

.5

.6

.7

.8

.9

.10

: **7.1.2**

:(2008 )

.1

.2

.3

.4

.5

.6

.7

:(1996 )

.1

.2

.3

: 8.1.2

:  
: .1

(2003 )

: .2

:(2003 )

:Diagnostic Tests -

:Survey Test Batteries -

Single Survey -

:Tests

:Prognostic Tests -

.  
.  
:  
**.3**

Recognition

.  
Recall  
:  
**.4**

.  
.  
:  
**.5**

.  
:  
:  
**.6**  
:  
-

:(1990 )

.1

.2

.3

.4

.5

: -

)

.( 2008

.(2000 )

: -

.( 2008 )

: -

.(2008 )

.(1997 )

.(2008 )

: **9.1.2**

( Tyler, 1988 )

(1990 )

:

:

.1

.  
:

.2

.  
:

.3

.  
:

.4

.  
:

.5

.  
:

.6

.  
:

.7

:

**10.1.2**

:(1993 )

: **.1**

:

.

-

.

.

-

: **.2**

)

(1990

.(1993 )

: **.3**

:



-

:( 1993 )

-

-

-

-

-

: .7

(1993 )

:(1990 )

-

-

-

-

-

-

-



: **11.1.2**

(%69)

.(1998 )

: **12.1.2**

( Houston & Howsam )

(1998 )

(1983 ) .

(1998 ) .

(1997 )

(1998 ) .

: **13.1.2**

: (2005 1998 1998 )  
:"Cognitive Competencies" .1

:"Effective Competencies" .2

:"Performance Competencies" .3

"Consequence of Product" .4

:Competencies"

: **14.1.2**

(2005 ) (Cooper, 1980)

:

	:	.1
	:	.2
	:	.3
	:	.4
	:	<b>15.1.2</b>
(1983 )	(Patricia)	
	:	
Theoretical )		.1
	:(Approach	
	:	.2
	:(Course Conversion Approach)	.3
	:	.4

	:	
( Inter Analysis Research )		-
	.	
( Micro Teaching Research )		-
	.	
:( Behavioral Modification )		-
(Operant Conditioning)		
	.	
:( Teacher Performance Criteria )		-
	.	
	:	(2005 )
:" Course Translation "		.1
	:	
	.	
:" Needs Assessment "		.2

: "Competencies Lists " .3

: .4

**Competency-Based**

**16.1.2  
:Teacher Education**

(1998 )

: (1998 1998 1983 )  
.1

: .2

: .3

: .4

.

: .5

.

: .6

"Mastery Learning

Approach"

: .7

.

: .8

"Field-Based

Teacher Education"

·  
:  
**17.1.2**

:(1997 )

.1

·  
:  
.2

.3

.4

·  
:  
**18.1.2**

) (1983 )

·  
:  
(1998

.1

.2

.3

.(1998 )

:

**2.2**

(Kerber, 1976)

(43)

(328)

(Newman, 1981 )

( Kerber, 1976)

(Gulickson, 1984)

(391)

(1988 )

(298)

(120)

.( )

(175)

(Marso & Pigge, 1988)

(326)

(52.1)

(1991 )

(46) (202)

:( % 86,6 ) -

:( % 58,4 ) -

(Williams, 1991)

(Marso & Pigge , 1992 )

(225)

:

-

-

-

(1993 )

(0,01)

(0,01)

(0,05)

( 11)

(0,05)

(1998 )

(525)

(% 80)

5)

(

( )

(2006 )

(70)

(637)

(%64)

(%13)

:

Kerber, )

(Gulickson, 1984)

(Newman, 1984)

(1976

(Marso & Pigge, 1988)

(1988 )

(Newman, 1984)

(1998 )

(Marso & Pigge, 1988)

:

**1.3**

(Target Population)

(341) 2009 / 2008

(51)

(11)

(20)

(310)

(1)

(1)

---



---

37	8	13	7	9
273	94	41	59	79
310	102	54	66	88

---

: 2.3

(10) : .1

:

-

-

-

-

-

-

-

-

-

:

(23) : .2

-

-

-

-

-

-

	:	(18)	:	.3
			.	-
			.	-
			.	-
			.	-
			.	-
			.	-
	:	(8)	:	.4
			.	-
			.	-
			.	-
	:	(10)	:	.5
			.	-
			.	-
			.	-
			.	-
	(15)	:	:	.6
			.	-
			.	-
			.	-
			.	-
			.	-

.( )



(2)

---

---

0.76
0.87
0.82
0.68
0.73
0.86
0.96

---

:

**4.3**

:

:

.1

:

-

. .1

.2

:

-

. .1

. .2

	:	-
	.	.1
	.	.2
	:	.2
	.	
	:	<b>56.3</b>
( SPSS )	:	10
	.	.1
	.	.2
	.	
( Multivariate MANOVA )	.	.3
	.	

.( SPSS )

:

: **1.4**

:

-

=

$$\frac{1 - 5}{3} = 1.33 =$$

:

- .  $2.33 > \bar{x} \geq 1.00$
- .  $3.66 > \bar{x} \geq 2.33$
- .  $5.00 \geq \bar{x} \geq 3.66$

.( 8,7,6,5,4,3)

(3)

---



---

0.83	4.14	(	)	<b>81</b>	
0.73	4.04			<b>22</b>	
0.78	4.00	.(	)	<b>69</b>	
0.77	3.96		.(	)	<b>50</b>
0.92	3.86	)		<b>82</b>	
0.90	3.84		(		<b>70</b>
0.88	3.54	)		<b>4</b>	
0.98	3.48		(	)	<b>10</b>
1.06	3.39			<b>83</b>	
11.2	3.16			<b>65</b>	
0.57	3.74				

---

(65 83 10 4) (3)

(4)

---

---

0.77	4.21	73
0.82	4.18	80
0.82	4.11	32
0.81	4.09	45
0.75	4.01	46
0.81	4.00	74
0.78	3.98	47
0.80	3.98	54
0.88	3.96	51
0.83	3.96	52
0.81	3.90	77
0.90	3.87	78
0.85	3.87	75

---

---

0.86	3.86			<b>44</b>
0.96	3.77			<b>3</b>
0.89	3.75			<b>53</b>
0.91	3.74			<b>76</b>
			.( )	<b>79</b>
0.89	3.70			<b>84</b>
0.94	3.70	(. )		<b>72</b>
0.96	3.69	.(... )		<b>59</b>
0.99	3.58			<b>60</b>
0.89	3.46	)	.(	<b>24</b>
0.94	3.45			
0.51	3.86			

---

( 24 60 59)

(4)

(5)

---

0.84	14.3				<b>30</b>
					<b>67</b>
0.77	4.25				
		)			<b>68</b>
0.79	4.23			(...	
0.94	4.10				<b>31</b>
					<b>63</b>
0.89	4.07				
					<b>62</b>
0.78	3.95				
					<b>25</b>
0.94	3.9387				
0.89	3.90				<b>42</b>
0.96	3.87				<b>49</b>
			( )		<b>33</b>
0.86	3.84				
					<b>66</b>
0.97	3.81				
				( )	<b>34</b>
1.04	3.6645				
					<b>5</b>
0.92	3.6548				
					<b>71</b>
0.90	3.63				<b>16</b>
0.85	3.55				
					<b>29</b>
1.15	3.46				
					<b>28</b>
1.15	3.27				
					<b>43</b>
1.16	3.21			( )	
90.4	3.82				

---

(43 28 29 16 71 5 34)

(5)

(6)

---

---

0.69	4.46		<b>1</b>
0.78	4.45		<b>15</b>
			<b>23</b>
0.71	4.45		
0.74	4.24		<b>21</b>
			<b>2</b>
20.7	4.23		
			<b>20</b>
0.84	4.18		
			<b>41</b>
0.88	4.03		
0.99	3.67		<b>14</b>
0.45	4.21		

---

(6)



(8)

رقم الفقرة	نص الفقرة	الوسط الحسابي	الانحراف المعياري	التقدير
19		4.13	0.95	
12		4.04	0.74	
13		4.02	0.81	
39		3.96	0.84	
8		3.95	0.78	
18	)	3.82	0.78	
17	.(	3.80	0.81	
55		3.79	0.88	
36		3.62	0.96	
7		3.62	0.89	
38		3.51	0.93	
35		3.46	0.92	
58		3.23	1.01	
40		3.14	1.06	
64		2.96	1.18	
الكلي		3.67	0.54	

( 64 40 58 35 38 7 36)

(8)

(0.46) (3.80)

: **2.4**

( )

(9)

:

(9)

---

.038	4.332	1.377	1	1.377	
.173	1.863	.486	1	.486	
.058	3.609	.857	1	.857	
.971	.001	.0003	1	.0003	
.000	13.456	4.574	1	4.574	
.000	12.602	3.493	1	3.493	
.015	5.931	1.252	1	1.252	
.276	1.189	.378	1	.378	
.855	.033	.0087	1	.0087	
.588	.294	.0698	1	.0698	
.970	.001	.0003	1	.0003	
.715	.133	.0453	1	.0453	
.519	.417	.116	1	.116	
.682	.169	.0356	1	.0356	
.147	2.118	.673	1	.673	
.555	.350	.0913	1	.0913	
.286	1.142	.271	1	.271	
.555	.349	.0702	1	.0702	
.344	.899	.306	1	.306	
.774	.083	.0230	1	.0230	
.373	.797	.168	1	.168	
.524	.406	.129	1	.129	
.775	.082	.0215	1	.0215	
.390	.742	.176	1	.176	
.234	1.425	.286	1	.286	*
.869	.027	.0927	1	.0927	
.607	.266	.0737	1	.0737	
.537	.381	.0805	1	.0805	
.788	.073	.0231	1	.0231	*
.908	.013	.0350	1	.0350	

---

---

.622	.243	.0577	1	.0577		
.478	.504	.101	1	.101		
.408	.687	.234	1	.234		
.326	.970	.269	1	.269		
.563	.336	.0709	1	.0709		
.910	.013	.0041	1	.0041		
.533	.390	.102	1	.102		
.904	.015	.0035	1	.0035		
.614	.254	.0512	1	.0512	*	
.590	.292	.0991	1	.0991		
.244	1.365	.378	1	.378		
.898	.016	.0035	1	.0035		
.812	.057	.0181	1	.0181		
.805	.061	.0159	1	.0159		
.296	1.094	.260	1	.260		
.154	2.043	.411	1	.411	*	*
.695	.154	.0524	1	.0524		
.768	.088	.0243	1	.0243		
.653	.203	.0428	1	.0428		
		.318	302	96.020		
		.261	302	78.792		
		.237	302	71.718		
		.201	302	60.716		
		.340	302	102.663		
		.277	302	83.715		
		.211	302	63.749		
			309	99.488		
			309	79.949		
			309	73.726		
			309	61.634		
			309	111.533		
			309	90.556		
			309	66.058		

---

## 1.2.4

:

. ( 10 )

( 10 )

---

---

.5440	3.684	.5800	3.896
90.40	3.812	4.520	3.938
.4610	3.771	.5080	3.938
.4300	4.233	3.460	4.236
.5180	3.417	5.630	3.803
.5160	3.517	2.530	3.854
.4270	3.728	.4840	3.930

---

.(0.015)

(5.931) ( )

)

(9)

(

(10)

(

)

(3.896 و 3.803 و 3.854 ) على التوالي،

وللإثبات يساوي ( 3.684 و 3.417 و 3.517 ) على التوالي.

## 2.2.4

:

(11)

(11)

---

.5600	3.845	.5760	3.734
5.500	3.867	.5150	3.884
.4870	3.879	2.490	3.831
8.430	4.233	.4570	4.236
.6040	3.629	.5960	3.590
.5510	3.716	.5280	3.655
.4630	3.846	3.460	3.812

---

.(0.682)

(0.169) ( )

(9)

### 3.2.4

:

(12)

(12)

---

.5610	3.848	2.610	3.864
8.500	3.848	.5220	3.902
.4890	3.808	.4860	3.902
.4440	4.211	7.460	4.259
1.590	3.560	8.670	3.660
.5390	3.672	3.560	3.699
.4590	3.792	.4900	3.866

---

.(0.373)

(0.797) ( )

( 9 )

:

**4.2.4**

(9)

:

**3.4**

:

( 0.46 ) ( 3.80)

(1988 ) (Newman, 1981)

:

.1

.2

.3

.4

:

( )  
( $\alpha = 0.05$ )

( )

(1998 )

(1988 )

(Kerber, 1976)

(Newman, 1981)

:

.1

.2

.3

( $\alpha = 0.05$ )

(1993 )  
(0.01)

(Kerber, 1976)

(Newman, 1981)

(1988 )

(1998 )

( $\alpha = 0.05$ )

: **4.4**

:

.1

.2

:

-

.

-

.

-

.

-

.

-

.

.3

.

:

.(1998) .

. . . . .

.(1988) .

. . . . .

. . . . .

.(1993) .

. . . . .

. . . . .

.(1993) .

. . . . .

. . . . .

.(2005) .

. . . . .

. . . . .

.(2000) .

. . . . .

. . . . .

.(2008) .

. . . . .

.(1990) .

. . . . .

. . . . .

.(2006) .

. . . . .

. . . . .

. . . . .

.(2003) .

.(1991) .

.(1993) .

.(1998) .

.(1997) .

.(1968) . .

.(1983) .

.(1998) .

.(1996) .

.(1997) .

- :
- Gullickson, A. R. ( 1984 ). Teacher perspectives of their instruction use of tests, **Journal of Educational Research**, 77(4), P: 244- 248.
- Kerber, P. E. (1976). **A study of Iowa sixth grade teacher's knowledge of tests and measurement concepts**. **Dissertation Abstract**, 36:8, P5220. University of Iowa.
- Marso, N. & Pigge, L. (1988). **An analysis of teacher made tests: Testing practices, cognitive demands, and item construction errors**. Paper presented at the Annual Meeting of the National Council on measurement of education. (New Orleans, April 6– 8).
- Marso, N. & Pigge, L. (1992). **Classroom teachers knowledge and skills related to the development and use of teacher-made tests**. Paper presented at the Annual Meeting of the American Educational Research Association. (ERIC Document Reproduction Service No. ED 346148).
- Newman, D. C. (1981). **Teacher competency in classroom testing practices**. **Dissertation Abstract**, 42:31 Unpublished Doctoral Dissertation. University of Georgia.
- Tyler, R. (1988). **Evaluation for utilization**. In keeves (Ed.), **Educational Research, Methodology and Measurement An International Hand Book**. Pergamon Press. New York. ( 155 – 164).
- Williams, Jane M. (1991). **Writing quality teacher-made tests:A hand book for teacher**. (ERIC Reproduction Service No. ED 349726).

( )

.....:

.....

"

"

.

.

:

.1

.2

.3

.4

.5

.6

:

							:
						( )	1
						( )	2
						( )	3
						( )	4
							5
							6
						( )	7
							8
						( )	9
							10

							11
							12

ملاحظات وتعديلات أخرى:

.....

.....

.....

.....

							:
							1
							2
							3
						)	4
						.(	5
							6
							7
							8
							9
							10
							11
						.(... )	12

							13
						( ... )	
						)	14
						(...)	
							15
							16
							17
							18
							19
							20
							21
							22
							23
							24

ملاحظات وتعديلات أخرى:

.....

.....

.....

.....

							:
							1
						( )	2
						( )	3
						.	4
						.	5
						.	6
						.(... )	7
						.	8
						.	9
						.	10
						.	11
						.	12

							13
							14
							15
							16
							17
						)	18
						.(	19

ملاحظات وتعديلات أخرى:

.....

.....

.....

.....

							:
							1
							2
							3
							4
							5
							6
							7
							8

ملاحظات وتعديلات أخرى:

.....  
.....

:							
							1
							2
							3
						( )	4
							5
							6
							7
							8
							9
							10
							11

							:
							1
							2
							3
							4
							5
							6
						.(      )	7
							8
							9
							10
							11

						) (.	12
							13
							14
							15
							16

ملاحظات وتعديلات أخرى:

.....  
.....

شاكر لكم طول صبركم في الإجابة على  
تحكيم هذه الاستبانة

( )

...

" :

" :

...

:

:

×

:

:

:

					1
					20
					2
					21
					3
					22
				( )	
					4
					23
					5
					24
					6
					25
					8
					26
					9
				( )	
					10
					11
					28
					12
					13
					14
					30
					15
					31
					16
					32
					17
				) ( )	
				(	18
				( )	
					19

						49
				)		50 36
						51 37
						52
						53
						40 54
						41 55
						42 56
						43 57
						48
						45 59
				)		46 60
						47 61
						48 62
						63

						64
						79
						65
						80
					( )	81
					) )	82
					.(... (	83
					.( )	89
					( )	90
						71
					.(... )	72
						73
						74
						75
					.(... )	76
						77
						78

.